



California Workforce Investment Board Statewide Shortages Special Committee Agenda Packet



**Monday
March 14, 2005
9:30 a.m. –3:00 p.m.**

*Fresno County Workforce Investment Board
2035 Tulare Street, Suite 203
Fresno, California*



CALIFORNIA WORKFORCE INVESTMENT BOARD
Statewide Shortages Special Committee



MEETING NOTICE

Fresno County Workforce Investment Board
2035 Tulare Street, Suite 203

Fresno, California

Monday, March 14, 2005

9:30 a.m. – 3:00 p.m.

Lawrence Gotlieb
Chairman

Christine Essel
Vice Chair

Arnold Schwarzenegger
Governor

Paul Gussman
Acting Executive Director

Stated time of meeting conclusion is approximated; meeting may end earlier
subject to completion of agenda items and/or approved motion to adjourn.

AGENDA

1. Welcome, Introductions, Purpose of Meeting

2. Discussion of Proposed Committee Charge

3. Discussion of Selected Issues From the U.S. Department of Labor (DOL) Planning Guidance

These topics will assist the State Board, and the Governor, in the further articulation of a vision and in the development of both priorities and strategies for identifying and resolving statewide or regional labor shortages.

- a. Identify strategies for addressing skill gaps in California.
- b. Identify workforce development issues that are most critical to the State's economic health and growth over the next decade and identify a vision (strategies) for improving training access and opportunities for individuals using WIA funds and other resources to address those issues.
- c. Identify workforce strategies to support the creation, sustainability, and growth of small business and support for the workforce needs of small business as part of the State's economic strategy.
- d. Identify strategies to assist companies with worker surpluses or shortages including helping to connect employees of companies undergoing layoffs to growing companies with a need for skilled employees.
- e. Identify strategies to help strengthen partnerships with business services and economic development entities.

4. Public Comment

5. Next Steps and Wrap Up

In order for the Committee to provide an opportunity for interested parties to speak at the public hearings, public comment may be limited. Written comments provided to the California Workforce Investment Board must be made available to the public, in compliance with the Bagley-Keene Open Meeting Act, §11125.1, with copies available in sufficient supply.

Individuals who require accommodations for their disabilities (including interpreters and alternate formats) are requested to contact the California Workforce Investment Board staff at (916) 324-3425 at least five days prior to the meeting. TTY line: (916) 324-6523. For further information, visit the California Workforce Investment Board website at www.calwia.org

Welcome and Opening Remarks

- **Kirk Lindsey, Special Committee Chair**

Discussion of Proposed Committee Charge

DRAFT

Statewide Shortages Special Committee

Proposed Committee Charge

Historically, California experienced worker shortages in specific industry sectors. One industry sector with a well-documented shortage of workers is health care. Other sectors, such as bioscience, which is experiencing rapid growth, require a skilled workforce to fill the jobs created by that growth. This committee will focus on short and long-term efforts to build and sustain a workforce with diverse skills within California. Specifically, the committee will focus on increasing job skill training for occupations where significant shortages exist, or where shortages are likely using documented labor market and economic development forecasts.

- How does California identify and support skills training where worker shortages exist?
- Where will future workers shortages exist?
- What can be done to prevent worker shortages?

**Discussion of Selected Issues From the U.S. Department of Labor
(DOL) Planning Guidance**

- A. Identify strategies for addressing skill gaps in California.
- B. Identify workforce development issues that are most critical to the State's economic health and growth over the next decade and identify a vision (strategies) for improving training access and opportunities for individuals using WIA funds and other resources to address those issues.
- C. Identify workforce strategies to support the creation, sustainability, and growth of small business and support for the workforce needs of small business as part of the State's economic strategy.
- D. Identify strategies to assist companies with worker surpluses or shortages including helping to connect employees of companies undergoing layoffs to growing companies with a need for skilled employees.
- E. Identify strategies to help strengthen partnerships with business services and economic development entities.

Attachment 1 – Industry Employment Chart

Attachment 2 – California High Wage Occupations

Attachment 3 – Comparison of Growing Occupations in California

Discussion of Selected Issues From the U.S. Department of Labor (DOL) Planning Guidance

BACKGROUND

On January 21, 2005, the US DOL released a directive (TEGL 14-04) requiring all states to develop and submit new five-year strategic plans by May 31, 2005 to meet the requirements of the current Workforce Investment Act. Following this directive, the US DOL released detailed planning guidance directing states to complete a large number of questions with the goal of creating plans for the first two years of the five year planning period. As part of California's development of its strategic plan, and to further California's strategic workforce priorities, the State Board decided to use three new special committees to help develop parts of the new plan. Given the short time allowed to develop these plans and the need for early high-level input to the plan, state staff developed three sets of topics related to each committee's focus.

The topics identified for discussion by the Statewide Shortages Special Committee at its March 11, 2005 meeting will assist the State Board, and the Governor, in the further articulation of a workforce development vision and in the development of priorities and strategies for identifying and resolving statewide or regional labor shortages. Most importantly, they will assist in development of the next two years of the *Strategic Five-Year State Plan for Title I of the Workforce Investment Act of 1998 and the Wagner Peyser Act* (State Plan).

As part of the planning guidance, the US DOL enunciated strategic priorities that include implementation of a demand driven workforce system; elimination of duplicative costs to enable increased training investments, and improved workforce information to support workforce investment boards in their strategic planning and investments, to provide the tools and products that support business growth and economic development, and to provide quality career guidance directly to students, job seekers, and their counselors or through One-Stop Career Centers.

In a knowledge- and skill-based economy, education is increasingly linked to economic success, with postsecondary education and training often leading to higher earnings and employment stability. WIA should help reinforce with students the importance of acquiring basic skills, such as reading or math, that lead to a high school degree or equivalent, thus ensuring students have the necessary foundation of skills and knowledge to enter any career and to support continued lifelong learning and occupational skill attainment. The foundation of the President's High Growth Job Training Initiative is partnerships that include the public workforce system, business and industry, education and training providers, and economic development working collaboratively to develop solutions to the workforce challenges facing these industries and to develop maximum access for American workers to gain the competencies they need to get good jobs in these industries. Goals of this initiative include:

- Targeted investment of workforce development resources and support for private and public sector partnerships to ensure the development of workers' skills in demand occupations based on industry need.
- Increased integration of community and technical college efforts with business and the public workforce system activities to meet the skills training needs of high growth industries.

- Increased opportunities for employers to use apprenticeship training as skills development methodology, combining on-the-job training and academics, to ensure a pipeline of skilled workers.
- Providing workers with paths to career enhancing opportunities in high growth occupations. By expanding the local workforce system's capacity to be market-driven, responsive to local economic needs, and a contributor to the economic well-being of the community.

California's priorities connect to these national priorities and include supporting high growth - high wage jobs, advancing workers, and anticipating and addressing statewide labor shortages. Opportunities abound to further these priorities through development of the State Plan, and continuing work of the State Board's special committees.

Below is a list of State Plan strategic elements the Statewide Shortages Committee will develop at this meeting. Staff provided stimulus questions after each element for use in generating ideas that will develop responses to the strategic elements of the State Plan. Supplemental resource materials are provided as attachments and do not necessarily represent or reflect state findings and policy.

A. Identify Strategies for Addressing Skill Gaps in California.

For the purposes of this discussion, it is reasonable to consider that skill gaps can occur either when students or workers receive training in skills or competencies that differ from business needs, or when students or trainees fail to achieve the skills or competencies business needs.

Stimulus Questions:

- How can we best engage business and industry in helping identify skill and competency needs that anticipate cyclical and structural changes in specific industries and occupations, in ample time to train individuals with relevant skills?
- What labor market information do we need to enhance what is produced currently by the state or federal statistical entities?
- How are the State's workforce investment intermediaries working collaboratively with business, industry, education, and training entities to ensure that employers have skilled workers to compete successfully in this economy?
- Who are the most relevant intermediaries and how best can they collaborate?
 - Examples include - chambers of commerce, industry associations, labor unions and apprenticeship associations, employment service providers, human resource services, public and private K-12, vocational training providers, community colleges, and public and private higher education.
- What kinds of skills competency models are most relevant?
 - Examples include O*NET, SCANS, customized models.
- How best to ensure that all current and future workers have core and basic skills relevant to general occupational areas.

- How best to ensure that vocational training and higher education entities provide the most effective and relevant curriculum to support higher skilled occupations.

B. Identify Workforce Development Issues that are Most Critical to the State's Economic Health and Growth Over the Next Decade and Identify a Vision (Strategies) for Improving Training Access and Opportunities for Individuals Using WIA Funds and Other Resources to Address Those Issues.

Stimulus Questions:

- Current projections suggest that many of the largest growth occupations over the next decade currently have relatively low median hourly wages and relatively low skill requirements. Is this look at the future consistent with goals to create more high wage, high growth industry clusters?
- What information can the California Regional Economies Project provide on regional trends that would be useful for local workforce and economic development partners in developing projects to avoid skilled workforce shortages?
- What are the critical demographic, industry, interstate and international competition, and occupational trends? Examine high growth occupations requiring higher skills and advanced educational training. How can we ensure that schools, colleges, and training programs produce graduates with the necessary skills and competencies?
- How can employers, educators, and workforce intermediaries best collaborate to resolve critical workforce issues?
- Should California consider piloting Regional Skill Partnerships focused on industry clusters a strategy to improve matching skills/competencies of workers to industry needs?

C. Identify Workforce Strategies to Support the Creation, Sustainability, and Growth of Small Business and Support for the Workforce Needs of Small Business as Part of the State's Economic Strategy.

Stimulus Questions:

- How can the State incorporate considerations of the specific needs of small business when developing a state economic strategy?
- Are there local or regional collaborative approaches to developing small business networks that can help develop workforce and economic development needs of small business?
- How can the state or local areas obtain/develop information on small business skills and worker needs to support appropriate workforce development efforts?
- Does the state need to target particular kinds of small business (e.g., high tech, specialized manufacturing, high value added services, other)?

D. Identify Strategies to Assist Companies with Worker Surpluses or Shortages Including Helping to Connect Employees of Companies Undergoing Layoffs to Growing Companies With a Need for Skilled Employees.

Stimulus Questions:

- Is there an enhanced role for chambers of commerce, industry associations, and employment intermediaries in leveraging each other's knowledge and resources?
- How can the state or local consortia increase collaboration and ongoing communication between employers and labor market intermediaries to effectively match employer needs with screened and skilled pools of workers?
- How can we use responsive and flexible funding to address the impact of economic changes on workers and employers?
- What can local workforce investment areas, community colleges, and regional consortia do to improve labor matching between labor surplus and labor shortage businesses?
- Since it generally is assumed that the cost of doing business is lower if businesses can reduce the costs associated with adjusting to produce demand changes and the costs of labor turnover, are there ways local consortia can convince industry to work to smooth responses to demand changes or labor turnover?

E. Identify Strategies to Help Strengthen Partnerships with Business Services and Economic Development Entities.

Stimulus Questions:

- Are there successful local or regional collaborations between business service operations and local economic development entities?
- How would these partnerships support a more robust demand-driven workforce investment system?
- Are there pilots/incentives we would want to test to strengthen ties between business services, workforce investment, and economic development?

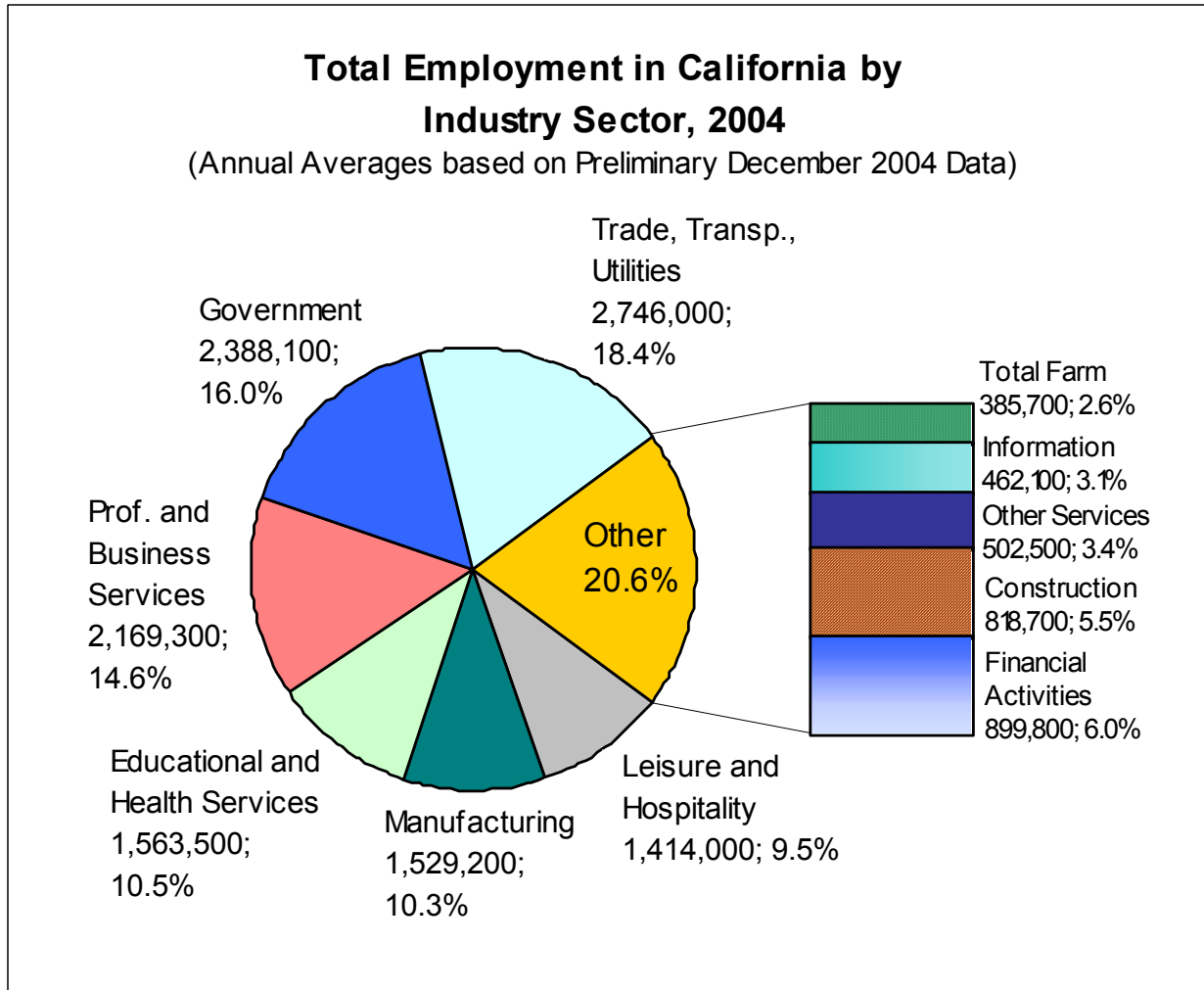
Attachments:

1. Industry Employment Chart
2. Occupational Growth Charts
3. Occupational Comparison Chart

Supplemental Resource Materials

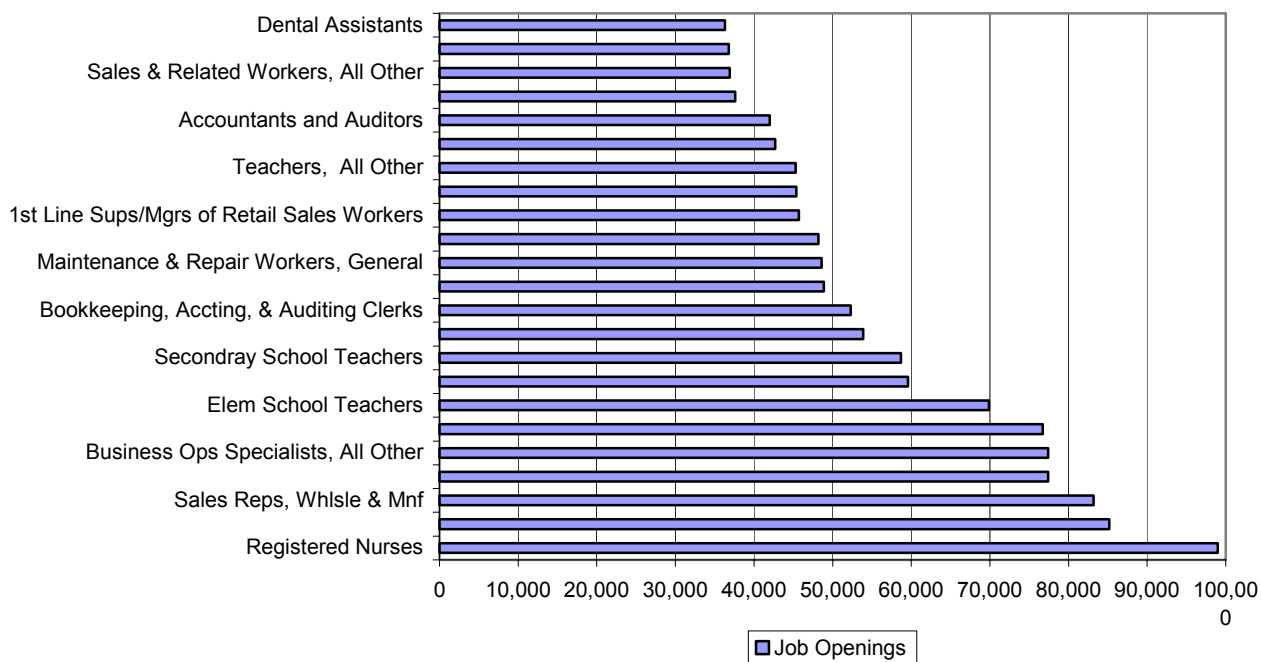
- *Monograph: Creating a Workforce Transition System in California*
<http://www.labor.ca.gov/panel/espcrepmonocwts.pdf>
- *Issue Brief: Assisting Laid-Off Workers in a Changing Economy*
<http://www.nga.org/cda/files/ASSISTINGIB.pdf>
- *Issue Brief: Using Regional Skill Partnerships to Address Skill Shortages and Promote Job Retention and Career Advancement for Low-Income Workers*
<http://www.nga.org/cda/files/081301LOWINCOME.pdf>

Industry Employment Chart

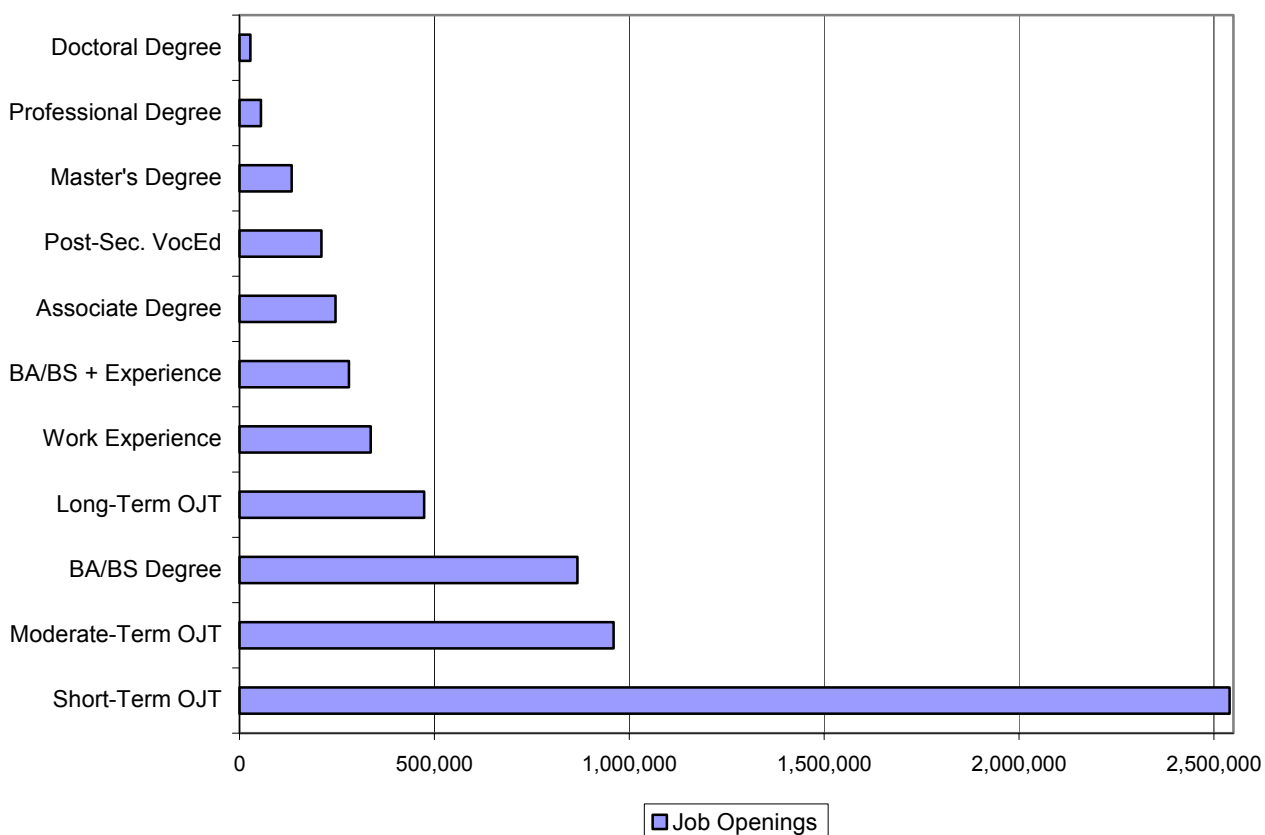


Source: California Employment Development Department, Labor Market Information Division

CA High Wage Occupations With Most Projected Job Openings 2002-12



CA Projected Employment Growth by Education & Training Level 2002-12



Source: CWIB Analysis of CA Employment Development Department Labor Market Information Division Data

Comparison of Growing Occupations in California Base Year 2002 to Projected Year 2012

Fastest Growing* (Percentage Growth)	Education / Training Level	Largest Growing* (Adding the Most Jobs)
<p>Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons (44.4% or 2,800 jobs)</p> <p>Home Health Aides (44.4% or 17,000 jobs)</p> <p>Personal and Home Care Aides (36.1% or 11,400 jobs)</p> <p>Combined Food Prep and Serving Workers, Including Fast Food (28.9% or 62,200 jobs)</p> <p>Helpers--Carpenters (28.6% or 2,400 jobs)</p>	Short-term on-the-job training (one month or less)	<p>Retail Salespersons (77,800 jobs)</p> <p>Combined Food Preparation and Serving Workers, Including Fast Food (62,200 jobs)</p> <p>Cashiers (61,900 jobs)</p> <p>Waiters and Waitresses (50,900 jobs)</p> <p>Office Clerks, General (46,200 jobs)</p>
<p>Dental Assistants (57.1% or 24,400 jobs)</p> <p>Tapers (56.5% or 5,200 jobs)</p> <p>Drywall and Ceiling Tile Installers (56% or 15,000 jobs)</p> <p>Medical Assistants (46% or 23,300 jobs)</p> <p>Carpet Installers (40.4% or 3,800 jobs)</p>	Moderate-term on-the-job-training (one to 12 months)	<p>Customer Service Representatives (47,300 jobs)</p> <p>(39,500 jobs)</p> <p>Construction Laborers (29,100 jobs)</p> <p>Truck Drivers, Heavy and Tractor-Trailer (29,000 jobs)</p> <p>Dental Assistants (24,400 jobs)</p>
<p>Tile and Marble Setters (55.8% or 4,800 jobs)</p> <p>Plasterers and Stucco Masons (43.6% or 7,200 jobs)</p> <p>Heating, A/C, and Refrigeration Mechanics and Installers (39.3% or 4,600 jobs)</p> <p>Cement Masons and Concrete Finishers (39.1% or 9,300 jobs)</p> <p>Police and Sheriff's Patrol Officers (34.3% or 25,900 jobs)</p>	Long-term on-the-job-training (12 months or more)	<p>Carpenters (35,300 jobs)</p> <p>Police and Sheriff's Patrol Officers (25,900 jobs)</p> <p>Maintenance and Repair Workers, General (25,000 jobs)</p> <p>Cooks, Restaurant (21,200 jobs)</p> <p>Electricians (18,300 jobs)</p>
<p>Self-Enrichment Education Teachers (47.9% or 11,600 jobs)</p> <p>Vocational Education Teachers, Postsecondary (41.1% or 7,200 jobs)</p> <p>Detectives and Criminal Investigators (30.1% or 2,800 jobs)</p> <p>12,300 jobs)</p> <p>First-Line Supervisors/Managers of Non-Retail Sales Workers (24.7% or 8,900 jobs)</p>	Work experience in a related occupation	<p>First-Line Supervisors/Managers of Retail Sales Workers (24,800 jobs)</p> <p>jobs)</p> <p>(12,300 jobs)</p> <p>Self-Enrichment Education Teachers (11,600 jobs)</p> <p>First-Line Supervisors/Managers of Office and Administrative (11,600 jobs)</p>
<p>Fitness Trainers and Aerobics Instructors (48.8% or 11,700 jobs)</p> <p>Surgical Technologists (36% or 3,100 jobs)</p> <p>Emergency Medical Technicians and Paramedics (32.1% or 4,400 jobs)</p> <p>Gaming Dealers (27.9% or 1,900 jobs)</p> <p>Security and Fire Alarm Systems Installers (27.5% or 1,400 jobs)</p>	Postsecondary vocational training	<p>Automotive Service Technicians and Mechanics (16,600 jobs)</p> <p>Licensed Practical and Licensed Vocational Nurses (12,600 jobs)</p> <p>Fitness Trainers and Aerobics Instructors (11,700 jobs)</p> <p>Welders, Cutters, Solderers, and Brazers (5,600 jobs)</p> <p>Bus and Truck Mechanics and Diesel Engine Specialists (4,600 jobs)</p>
<p>Dental Hygienists (57.8% or 9,600 jobs)</p> <p>Medical Records and Health Information Technicians (41.3% or 6,200 jobs)</p> <p>Respiratory Therapists (39.4% or 3,700 jobs)</p> <p>Registered Nurses (28.2% or 56,800 jobs)</p> <p>Biological Technicians (27.6% or 1,600 jobs)</p>	Associate degree	<p>Registered Nurses (56,800 jobs)</p> <p>Computer Support Specialists (15,800 jobs)</p> <p>Dental Hygienists (9,600 jobs)</p> <p>Medical Records and Health Information Technicians (6,200 jobs)</p> <p>Paralegals and Legal Assistants (5,700 jobs)</p>

Comparison of Growing Occupations in California Base Year 2002 to Projected Year 2012

Fastest Growing* (Percentage Growth)	Education / Training Level	Largest Growing* (Adding the Most Jobs)
Network Systems and Data Communications Analysts (55.7% or 11,300 jobs) Computer Software Engineers, Systems Software (43% or 22,400 jobs) Database Administrators (41.9% or 5,700 jobs) Occupational Therapists (41% or 2,500 jobs) Personal Financial Advisors (40.7% or 5,000 jobs)	Bachelor's degree	Elementary School Teachers, Except Special Education (31,300 jobs) Computer Software Engineers, Applications (29,800 jobs) Secondary School Teachers, Except Special and Vocational Education (25,200 jobs) Computer Software Engineers, Systems Software (22,400 jobs) Accountants and Auditors (21,600 jobs)
Computer and Information Systems Managers (35.3% or 12,700 jobs) Management Analysts (34.3% or 18,300 jobs) Sales Managers (34.1% or 14,000 jobs) Education Administrators, Postsecondary (29.2% or 1,900 jobs) Medical and Health Services Managers (28.1% or 4,800 jobs)	Bachelor's degree or higher plus work experience	General and Operations Managers (42,900 jobs) Management Analysts (18,300 jobs) Sales Managers (14,000 jobs) Computer and Information Systems Managers (12,700 jobs) Financial Managers (11,800 jobs)
Art, Drama, and Music Teachers, Postsecondary (44.3% or 2,700 jobs) Health Specialties Teachers, Postsecondary (43.1% or 2,200 jobs) Physical Therapists (42.9% or 4,800 jobs) Speech-Language Pathologists (29.7% or 1,900 jobs) Mental Health and Substance Abuse Social Workers (28.6% or 2,400 jobs)	Master's degree	Market Research Analysts (4,900 jobs) Physical Therapists (4,800 jobs) Clinical, Counseling, and School Psychologists (3,300 jobs) Educational, Vocational, and School Counselors (3,200 jobs) Art, Drama, and Music Teachers, Postsecondary (2,700 jobs)
English Language and Literature Teachers, Postsecondary (41.5% or 2,200 jobs) Medical Scientists, Except Epidemiologists (34.7% or 3,400 jobs)	Doctoral degree	Medical Scientists, Except Epidemiologists (3,400 jobs) English Language and Literature Teachers, Postsecondary (2,200 jobs)
Pharmacists (32.9% or 6,800 jobs) Lawyers (23.2% or 13,400 jobs) Family and General Practitioners (19.6% or 1,800 jobs) Dentists (19.2% or 2,000 jobs)	First professional degree	Lawyers (13,400 jobs) Pharmacists (6,800 jobs) Dentists (2,000 jobs) Family and General Practitioners (1,800 jobs)

* Excludes "All Other" categories and occupations with employment less than 5,000 in 2002.

Source: State of California, Employment Development Department
Labor Market Information Division, (916) 262-2162

Public Comment

Next Steps and Wrap Up